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ABSTRACT

This paper presents four instructional units and a list of print and nonprint resources available to instructors who want to teach students about the differences and erroneous stereotypes associated with sex roles in male/female communication. The first unit contains information pertinent to sex-role development and the socialization process, and is essentially a review of how stereotypic differences evolve. The remaining units cover the following topics: communication differences, both verbal and nonverbal; communication contexts, including marriage and family communication and organizational communication; and managing male/female communication differences through conflict management, assertiveness as a management strategy, and androgyny as a management strategy. (RL)

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MALE/FEMALE COMMUNICATION:

AN INSTRUCTIONAL UNIT

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It is common for children to grow up learning sex specific communication roles which dictate both verbal and nonverbal behavior. As a child grows older, early stereotypes become reinforced and, in turn, reinforce how males and females are to communicate. The resulting value judgments associated with each can be disadvantageous to the communication process. Traits associated with males are often viewed as more desirable than those ascribed to females (Hurst, 1973; Kirsch, 1976; Halon-Soto, 1976). Males are traditionally described and expected to be dominant, active, factually-oriented, decisive and goal-oriented. Females, by traditional stereotypes, are expected to be warm, passive, impulsive, indecisive and present-oriented.

There is little doubt that recent policing of children's literature, influences of the Equal Rights Amendment, and actions of Equal Opportunity Employment agencies have lessened the intensity of such bipolar, sex-biased expectation. But a pronounced difference between male and female communication styles persists. Communication educators can assist students in learning to recognize the differences and erroneous stereotypes associated with sex roles through a male/female communication segment in the basic course. This paper presents four instructional units and a list of print[1] and non-print resources available to instructors.[2] Unit I contains information pertinent to sex-role development and the socialization process. It is much like the introduction of this paper, a review of how stereotypic differences evolve. The remaining units are outlined in the following pages of this manuscript.

UNIT I: ROLE DEVELOPMENT: THE SOCIALIZATION PROCESS

A. MEDIA AND MALE/FEMALE ROLE DEVELOPMENT

Busby, L. J. "Defining the Sex-Role Standard in Commercial Network Television Programs Directed Toward Children," Journalism Quarterly, Vol. 51 (Winter 1974), 690-696.

Courtney, A.E. and Lockeretz, S.W. "Woman's Place: An Analysis of the Roles Portrayed by Women In Magazine Ads," Journal of Marketing Research, Vol. 8 (February 1971), 92-95.

Culley, James D. and Bennet, Rex. "Selling Women, Selling Blacks," Journal of Communication, Vol. 26 (Autumn 1976), 160-174.

Long, M.L. and Simon, R.J. "The Roles and Status of Women and Children on Family TV Programs," Journalism Quarterly (Spring 1974), 107-110.

B. INSTRUCTIONAL MATERIALS AND MALE/FEMALE ROLE DEVELOPMENT

Bardwick, J. M. and Douvan, E. "The Socialization of Women," in Fred E. Jandt. The Process of Interpersonal Communication (San Francisco: Canfield Press, 1976), 108-116.

Johnson, F. L. and Goldman, L. "Communication Education for Women: A Case for Separatism," Communication Education, Vol. 26 (November 1977), 319-326.

Karre, I. "Stereotyped Sex Roles and Self-Concept: Strategies for Liberating the Sexes," Communication Education, Vol. 25 (January 1976), 43-52.

Maccoby, E. E. and Jacklin, C. N. The Psychology of Sex Differences (Stanford: Stanford University Press, 1974).

Sprague, Jo. "The Reduction of Sexism in Speech Communication Education," The Speech Teacher, Vol. 24 (January 1975), 37-45.

NON-PRINT RESOURCES FOR UNIT I

SEX ROLE DEVELOPMENT
1974 23 Min. 16 mm film
CRM Productions

Examines some of the sex role stereotypes and traces their transmission to children via the socialization process. Explores alternative approaches to socialization.

WOMEN'S PREJUDICE FILM, THE
1974 19 min. 16 mm film
Sandler Institutional Films, Inc.

Examines the questionable concepts along with alternative viewpoints that stimulate men and women to re-appraise current attitudes concerning equality. Explores many myths and cliches.

ANYTHING YOU WANT TO BE
1973 6 min. 16 mm film
Liane Brandon; Eccentric Circle

Expresses the conflict of a teenage girl who is growing up with the notion that "you can be anything you want to be." She discovers that this notion is on a collision course with reality--the reality of society's prescribed feminine roles and restricted career opportunities.

FABLE OF HE AND SHE, THE
no date 11 min. 16 mm film
Learning Corporation of America

Presents the animated fable, "The Fable of He and She" by Elliot Noyes, Jr. Challenges stereotyped and sexist thinking and celebrates the joys of individual self-expression.

MASCULINE OR FEMININE: YOUR ROLE IN SOCIETY
1971 19 min. 16 mm film
CRM Productions

Examines some of the sex role stereotypes and traces their transmission to children via the socialization process. Also explores alternative approaches to socialization. Concludes with scenes at Pacific Oaks School to demonstrate methods of eliminating stereotypes through education.

BEING A BOY--BEING A GIRL
no date 20 min. 2" Videotape
KQED-TV; National Instructional TV Center

Discusses masculinity and femininity as part of personality. Shows how adults can help children to learn their masculine and feminine roles. Presents the concept that each sex can value the other sex for other than physical qualities.

UNIT II COMMUNICATION DIFFERENCES

Verbal Communication Differences

Assuming a child has the necessary physiological equipment to produce sound, one ingredient must be present for language to form; stimulation from significant others. Children search for, indeed must have, role models if they are to develop communication competence. Research indicates such factors as parental occupation, literature, and educational materials are but a few of the factors impinging upon a child's language acquisition process. Pottker and Fishel (1977) suggest that significant stereotypical sex-role acceptance and the resulting influence on language has taken place by age seven. Indeed, language patterns are influenced by sex-roles.

Specific differences between male and female language patterns have been determined (Berryman & Wilcox, 1978). Females are more likely to be grammatically correct in their communication exchanges than males (Fischer, 1958; Flexner, 1960; Shuy, 1969) and are more likely to use tag-questions, as opposed to assertions, than males (Lakoff, 1974; Bernard, 1964; Fishman, 1975). Females are found to use more words which imply feeling and emotion (Strodtbeck and Mann, 1956; Kramer, 1975) and demonstrate more references to self (Gleser, Gottschalk & Watkins, 1959) than males. Males voice more obscene exclamations and expletives (Lakoff, 1973; Berryman, 1975) yet talk less (Kramer, 1975; Mabry, 1976) than females. But, men have been found to interrupt more than women (Kester, 1972).

Nonverbal Communication Differences

The counterpart of verbal communication is nonverbal. Like the former, significant differences distinguish males from females. Research suggests that facial expressions are not equal for males and females. Men seem able to express positive attitudes of liking more easily than women (Zaidel & Mehrabian, 1969) but are not able to express negative feelings as well as women. Women smile more often than men regardless of whether they are along or in a conversation. Because smiles elicit smiles, women have been found to stimulate more smiles from others than have males. Although no study has linked facial expressions, smiling, and positive/negative expressions, the variables seem related and warrant further investigation. Coverage of nonverbal differences in a basic course insures accuracy of perception and familiarizes students with social-based, sex-role expectations.

UNIT II: COMMUNICATION DIFFERENCES

A. VERBAL COMMUNICATION DIFFERENCES

Berryman, C. L. and Wilcox, J. R. "Attitudes Toward Male and Female Speech: Experiments on the Effects of Sex-Typical Language", Western Journal of Speech Communication, Vol. 44 (Winter 1980), 50-59.

Ritchie-Key, M. Male/Female Language (Metuchen, N. J.: Scarecrow Press, 1975).

Thorne, B. and Henley, N. (eds.) Language and Sex: Differences and Dominance (Rowley, Ma.: Newbury House, 1975).

B. NONVERBAL COMMUNICATION DIFFERENCES

Birdwhistell, R. "Masculinity and Femininity as Display", in Kinesics and Context (Philadelphia: University of Pennsylvania Press, 1970).

Eakins, B. W. and Eakins, R. G. Sex Differences in Human Communication (Boston: Houghton Mifflin, 1978).

Henley, N. M. "Power, Sex and Nonverbal Communication", in B. Thorne and N. Henley. Language and Sex: Difference and Dominance (Rowley, Ma.: Newbury House, 1975).

Patton, B. R. and Patton, B. R. Living Together . . . Female/Male Communication (Columbus, Ohio: Charles E. Merrill Publishing Co., 1976), Chapter 3, "Nonverbal Communication Between Women and Men", 28-37.

NON-PRINT RESOURCES FOR UNIT II

THE FAILING MARRIAGE
1978 20 min. 16 mm film
Transactional Dynamics Institute

Charlie and Caroline not only do not communicate well, their lack of communication stems from deeper problems: the fear of being dominated and thus, the need to manipulate. The film opens with a classic argument between husband and wife and then by use of replayed and stop-scene photography, analyzes the forces behind each one's inability to hear and feel what the other is saying. The film should do a good job of prompting discussion. A film on body language, transactional analysis and communication in marriage.

UNIT III COMMUNICATION CONTEXTS

Marriage and Family Communication

Curiously, little research on the communication behaviors of marital dyads has been produced. The lack of available subjects, private nature of marriage, and methodological problems inherent in field research are counterproductive to scholarly research. Bochner

(1976) noted that a relative paucity of investigations were concerned with marital communication. Yet, evidence mounts for the importance of communication behavior in satisfactory/enduring marriages. In a sense of speculation, the authors suggest that some of the stereotypical expectations previously mentioned wear down as a marriage continues. Rather than expecting a spouse to behave as a female or male, marriage partners are expected to be themselves. It is further suggested that the relative degree of education achieved by the marriage partners affects communication patterns. Borrowing from the relational control research of Weese (1980), one would expect the above-mentioned relationships. Weese found that marital dyads of over seven years seem to exhibit relational quality rather than symmetry or complementarity.

Organizational Communication

It has already been established that males are automatically assumed to be dominant and females are expected to be submissive in many contexts. Thorne and Henley (1977) point out that words associated with females communicate weakness or inferiority. Legislation and diligence on the part of business and industry have lessened some sex-based expectations. Relative status and power in the organization seems to be a more crucial factor in determining language usage than gender. Indeed, Nassau (1978) demonstrated that when males and females hold co-equal status and power in an organization, speech communication differences are minimal.

It is often suggested that modern organizations mirror society. While the authors hardly think that a drastic turnabout in sex-based expectations has occurred, the influx of women into the job market and recognition that women can fill positions previously thought to be limited to male occupancy help to extinguish some of the myths concerning sex-biased communication. Indeed, the move towards functional equality in the workplace may influence perceptions and expectations in society.

All of this is not to suggest that male/female communication in organizations or marriage exists without problems. Indeed, a likely outcome of sex-based communication differences is conflict. A male who expects a female to assume a stereotypic work role may be met with open hostility. Similarly, female managers often suggest that the most difficult part of their job is using "man" talk. Unfortunately, open conflict is likely to exist in intense male/female communication exchanges. Again, the communication instructor can be of assistance to students in this regard.

UNIT III: COMMUNICATION CONTEXTS

A. MARRIAGE AND FAMILY COMMUNICATION

Blood, R. O. and Wolfe, D. M. "Husbands and Wives". In R. R. Bell (ed.) Studies in Marriage and Family (New York: Thomas Y. Crowell Co., 1968).

Byrne, D. and Blaylock, B. "Similarity and Assumed Similarity of Attitudes Between Husbands and Wives", Journal of Abnormal and Social Psychology, Vol. 67 (1963), 636-640.

Jackson, D. Communication, Family and Marriage (Palo Alto: Science and Behavior Books, Inc., 1968).

Kenkel, W. F. "Husband-Wife Interaction in Decision Making and Decision Choices", Journal of Social Psychology, Vol. 54 (1961), 255-262.

Lederer, W. and Jackson, D. D. The Mirages of Marriage (New York: Norton, 1968).

Nye, F. I. Role Structure and the Analysis of the Family (Beverly Hills, Ca.: Sage Publications, 1976).

Scouresby, L. The Marriage Dialogue (Redding, Mass.: Addison-Wessley, 1977).

B. ORGANIZATIONAL COMMUNICATION

Baird, J. E. "Sex Differences in Group Communication: A Review of Relevant Research", Quarterly Journal of Speech, Vol. 62 (1976), 179-192.

Borrmann, E. G., Pratt, J. and Putnam, L. "Power, Authority and Sex: Male Response to Female Leadership", Communication Monographs, Vol. 45 (1978), 119-135.

Ginzberg, E. and Yonalem, A. M. Corporate Lib: Women's Challenge to Management (Baltimore: The Johns Hopkins Press, 1973).

Hennig, M. and Jardim, A. The Managerial Woman (Garden City, N.Y.: Anchor Press, 1977).

Kanter, Rosabeth Moss. Men and Women of the Corporation (New York: Basic Books, Inc., 1977).

Loring, P. and Wells, R. Breakthrough: Women into Management (New York: VanNostrand and Reinhold, 1972).

O'Neill, N. and O'Neill, George.. Shifting Gears: Finding Security in a Changing World (New York: M. Evans and Co., Inc., 1974).

Orth, C. and Jacobs, F. "Woman in Management: Pattern for Change", Harvard Business Review, Vol, 49 (1971), 139-47.

NON-PRINT RESOURCES FOR UNIT III

WOMEN, AMEN!
1973 15 min. 16 mm film
University of North Carolina Available through U. of Calif. Extension Media Center

Examines the impact of the women's movement on churches in the U.S. Shows a young woman activist who organized a consciousness-raising group, reformed church services, and finally entered a seminary, while older women lobby for bringing women into decision-making procedures.

51%
1972 25 min. 16 mm film
Robert Drucker & Co. Available through U. of Calif. Extension Media Center

Shows three dramatized episodes designed to convince management that women should be given equal opportunity to attain management positions.

WOMEN IN BUSINESS
Date Unknown 30 min. 3/4" Videotape
Time-Life Films, Inc.

Presents a dramatization designed to help the viewer understand the new role of women in business and how the path can be smoothed for the social change.

WOMEN--UP THE CAREER LADDER
1972 30 min. 16 mm film
University of Calif. at L.A. Available through U. of Calif. Extension Media Center

Presents a tool for administrators, personnel managers, and consultants for use in implementing affirmative action programs for women. Provides an honest and revealing portrayal of women's experiences in preparation for career mobility.

ACCOMPLISHED WOMEN
1974 Color 25 min. 16 mm film
Charles Braverman Films, Inc.

Six American women who have made it to the top of their respective fields are interviewed on topics ranging from politics to personal feelings. Included are: Katherine Graham, President of the Washington Post Co.; Dr. Virginia Apgar, leading specialist in problems of newborn infants; LaDonna Harris, founder of Americans

for Indian opportunity; Shirley Chisholm; U. S. Congresswoman; Nikki Giovanni, poet; and Helen Reddy, singer.

BACK TO SCHOOL, BACK TO WORK
1973 Color 20 min. 16 mm film
American Personnel and Guidance Association

Examines the common forms of opposition faced by wives and mothers who wish to return to school or to work. Divided into ten vignettes; the projector may be stopped at various intervals for discussion. Depicts opposition from female friends as well as from husbands.

WOMEN IN THE WORLD OF WORK
1974 Color 15 min. 16 mm film
Vocational Films

Looks at a wide variety of young women who have pioneered successfully in non-traditional, normally male-oriented careers.

WAIT UNTIL YOUR FATHER GETS HOME
1971 11 min. Available through Syracuse Univ. Films

Should the father run the family or the woman, or should they share the power? Is relative strength the best basis for decision-making in the family? Teenagers candidly discuss their feelings (intense at times) about parental male vs. female dominance and submissiveness. Includes a role-playing scene about a mother and father trying to decide if their son may go to San Francisco for the weekend. Non-resolved.

UNIT IV MANAGING MALE/FEMALE COMMUNICATION DIFFERENCES

Conflict Management

Conflict is frequently thought to be an inherent occurrence in interpersonal communication. Research is replete with studies of causes, benefits, harms, and resolution strategies. Although it is difficult to isolate a single comprehensive definition of conflict, most agree that it emerges from incompatible interests in the distribution of scarce resources (Mortensen, 1974). A popular view of conflict suggests participants are in a win-lose posture. That is,

one can win only if the other person loses. It is important for an instructor to demonstrate that conflict can be conceptualized as compromise. As related to female/male communication, assertiveness training is frequently cited as a means towards compromise.

Assertiveness as a Management Strategy

What was first thought to be the latest fad in self-help therapy has emerged as a useful instructional schema. Whether it is open conflict or an attempt to force one's opinions on another, assertiveness training seems beneficial. Tucker (1978) suggests that over 100 research monographs have been penned on assertiveness in addition to scores of popular market books. Rich and Schroeder's (1976) definition of assertiveness seems typical.

> Assertive behavior is the skill to seek, maintain, or enhance reinforcement in an interpersonal situation through an expression of feelings or wants when such expression risks loss of reinforcement or even punishment (p. 1082).

Curiously, assertiveness training was initiated in the late forties but did not gain acceptance or recognition until social movements such as the gay liberation and women's liberation embraced the concept.

Unfortunately, assertiveness training has been unnecessarily limited to teaching women how to be more assertive. Tucker correctly suggests that such training is not sex-based; rather it can be useful to both sexes. But, Tucker continues to assert that as a management tool, assertiveness training can be especially useful to women. Tucker's rationale for assertiveness training is worthy of reprinting:

> For I cannot conceive of anyone believing that females have no problems substantially different from those of males. It is the most evident fact of the 20th century that they do! Books devoted specifically to those problems, therefore, will fill a realistic need (p. 4).

Androgyny as a Management Strategy

Research has intensified in the area of psychological sex or androgyny. Androgyny has been defined by several social scientists as a type of sexual identity. Bakan (1966) defines androgyny via the concepts of agency, "libido", and communion, "eros", and advocates that both should be mitigated in the individual. Androgyny, thus, is equated with psychological wholeness.

In Jungian terms, androgyny is a search for a point of balance that unites the opposites, stabilizes the personality, and brings forth a sense of psychological wholeness (Bazin & Freeman, 1974). Thus, the concept of androgyny refers to: "(1) the complete person, that is, women who are assertive and men who are gentle; and (2) a harmonious human community, the emblem of which is a just and natural marriage of woman and man" (Secord, 1974, 165). For Bem (1974), the word "androgyny" is best conceptualized by the two interrelated Greek root words; "andro" meaning male and "gene" meaning female. Literally translated, androgyny means man-woman. Masculinity and femininity represent complementary rather than competitive domains. Instructors would do well to minimize the importance of sex-role related expectations in human communication and emphasize a blend of the two.

CONCLUSION

A casual review of most communication texts reveals a lack of attention to a most basic communication context; male/female communication. This paper sought to establish the need for developing such units and suggested resource materials.

UNIT IV: MANAGING FEMALE/MALE COMMUNICATION DIFFERENCES

A. CONFLICT MANAGEMENT

Bach, G. R. and Wyden, P. The Intimate Enemy (New York: Morrow, 1969).

Doolittle, Robert J. Orientations to Communication and Conflict (Chicago: Science Research Associates, Inc., 1976).

Rausch, H. L., Barry, W. A., Hertel, R. K., and Swain, N. K. Communication, Conflict, and Marriage (San Francisco: Jossey-Bass, 1974).

B. ASSERTIVENESS

Alberti, R. E. and Emmons, M. L. Stand Up, Speak Out, Talk Back! (New York: Pocket Books, Inc., 1975).

Phelps, N. and Austin, N. The Assertive Woman (San Luis Obispo, Ca.: Impact Publishers, Inc., 1975).

Smith, M. When I Say No, I Feel Guilty (New York: Dial Press, 1975).

Wyrick, L. C., Gentry, W. D. and Shows, W. D. "Aggression, Assertion and Openness to Experience: A Comparison of Men and Women", Journal of Clinical Psychology, Vol. 33, (1977), 439-443.

C. ANDROGYNY

Bazin, N. T. and Freeman, A. "The Androgynous Vision", Women's Studies, Vol. 2 (1974), 185-215.

Bem, S. L. "Sex Role Adaptability: One Consequence of Psychological Androgyny". Journal of Personality and Social Psychology, Vol. 31 (1975), 634-643.

Eman, V. A. and Morse, B. "A Multivariate Analysis of the Relationship Between Androgyny and Self-Esteem, Self-Acceptance and Acceptance of Others". Paper presented at the Speech Communication Association Convention, Washington, D.C., Dec. 1977.

Rainey, L. W. "Achievement and Attribution Patterns as a Condition of Sex-Role Interpretation: A Comparison of Androgynous and Stereotyped College Students". Unpublished dissertation, Southern Illinois University, 1976.

Secor, C. "Androgyny: An Early Reappraisal", Women's Studies, Vol. 2 (1974), 237-248.

NON-PRINT RESOURCES FOR UNIT IV

ASSERTIVENESS TRAINING FOR WOMEN
1973 17 min. 16 mm film
American Personnel and Guidance Association

Ten vignettes deal with simple interpersonal situations and more complex situations. Designed as a stimulus to group discussion and role playing.

NOTES

[1] The following resources were helpful in suggesting a framework for organizing print resources included in this bibliography: Cynthia L. Berryman, "Instructional Materials for Teaching a Course in 'Women and Communication'". Paper presented at the Annual Conference on Communication, Language and Sex, Bowling Green, Ohio, May 1978; Ellen Reid Gold and Noreen Carrocci (eds.) Research and Teaching About Women and Communication, Vol. 4, No. 1 (June 1978).

[2] The information concerning films is taken from: R. Edwards and B. E. Gronbeck, "A Partial List of Educational, Instructional and Documentary Films Treating Women's Roles, Problems and Communication Strategies". In Proceedings of the Speech Communication Association's Summer Conference, Austin, 1975; John T. Masterson and Steven A. Beebe, "Family Communication: Resources and Applications for the Communication Instructor". Paper presented at the Florida Speech

Communication Association Convention, Ft. Lauderdale, Florida, October, 1978).

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Bandura, A. Social learning and personality development. New York, Holt, Rinehart and Winston, 1963.

Bakan, D. The duality of human existence. Chicago: Rand McNally, 1966.

Baxter, J. C. Interpersonal spacing in natural settings. Sociometry, 1970, 33.

Bazin, N. T. and Freeman, A. The androgynous vision. Women's Studies. 1974, 2.

Bem, S. L. Sex role adaptability: One consequence of psychological androgyny. Journal of Personality and Social Psychology, 1975, 31.

Bernard, J. Academic woman. University Park: The Pennsylvania State University Press, 1964.

Berryman, C. Instructional materials for teaching a course in "woman and communication". Communication, Language and Gender Conference, Bowling Green State University, Bowling Green, Ohio, 1978.

Berryman, C. The language of women as a reflection of the image of women in mass-circulation magazine: An analysis of Ladies Home Journal fiction, 1900-1920. Paper presented to the Speech Communication Association Convention, Chicago, 1974.

Berryman C. & Wilcox, J. Attitudes toward male and female speech: separating sex-role stereotypes from perceptions of sex-typical language. Paper presented to the Central States Speech Association Convention, 1973.

Bochner, A. P. Conceptual frontiers in the study of communication in families: an introduction to the literature. Human Communication Research, 1976, 2-4.

Erickson, E. Identity: youth and crisis. New York: W. W. Norton & Co., 1950.

Evans, G. W., & Howard, R. B. Personal space. Psychological Bulletin, 1973, 80.

Fischer, J. L. Social influences on the choice of a linguistic variant. Word, 1958, 14.

Fishman, P. Interaction: The work women do. Paper presented at the American Sociological Association, August, 1975.

Flexner, R. Preface to Dictionary of American Slang. New York: Thomas Y. Crowell Company, 1960.

Tucker, R. K. Assertiveness and its relation to the sex variable. Paper presented to Communication, Language and Gender Conference Bowling Green State University, Bowling Green, Ohio, 1978.

Weese, E. A study of relational control in long and short history marital dyads. Unpublished thesis, Miami University, Oxford, Ohio, 1979.

Zaidel, S. F. & Mehrabian, A. The ability to communicate and infer positive and negative attitudes facially and vocally. Journal of Experimental Research in Personality, 1969.